**Mapping Our History**

**Teacher Candidate** Angie Sanchez **Grade Level** 3rd **Date of lesson** November 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDEA Standards (3rd Grade):

**Social Studies**

**3SS3** History and Culture: Students draw from historical and community resources to describe how the events and the environment influence the growth and change of communities.

**3SS3:** Discuss reasons why communities are established, how individuals and families contribute to the development of the community, and how communities change over time.

**3SS2.b:** Examine how people have used the environment to meet their needs and wants and how this has changed over time

**3SS2.c:** Trace and describe the ways people use natural resources and the affect this has on the economy and lifestyle of the local region.

**3SS2.d:** Identify the four hemispheres (north, south, east, and west) and the Equator and Prime Meridian on a globe and map.

**English Language Arts**

**3E2a:** Processes and Features: Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a

central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Component: Organization and Focus

**3E2a.1:** Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.

**3E2a.2:** Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

**3E2a.3:** Create single paragraphs with topic sentences and simple supporting facts and details.

**3E2a.4:** Organize related ideas together within a paragraph to maintain a consistent focus.

**3E2a.5:** Use various reference materials (*such as a dictionary, thesaurus, atlas,encyclopedia, and online resources*).

**3E2a.6:** Use a computer to draft, revise, and publish writing.

**3E2a.7:** Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

**3E2a.8:** Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.

**3E2a.9:** Revise writing for others to read, improving the focus and progression of ideas.

As a result of this lesson, students should be to gather information to learn about the history of their family by interviewing a family member or community member or who has lived in the community for a long period of time.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been using technology to conduct research in their classrooms. Students have been practicing their communication skills by interviewing classmates in their class and in other 3rd grade classrooms.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to:

1. Create interview questions and checklists that will help him/her know more about his/her family or community member so that a factual, detailed biography can be written of them.
2. Use questionnaire and checklist to gather information using their community members as resources.
3. Interview his/her family or community member and take notes for the writing of the biography.
4. Use maps to identify cities, states, landforms, and direction
5. Schedule time for each child to present his questionnaire. Create a chart to record specific information. Review the completed chart and ask children to compare and contrast their answers.
6. Show children a variety of maps. Ask them to share what they already know about maps. Can they point out the state or city where they live? Which country do they live in? How do we find bodies of water on a map? What other information can they find by studying maps?
7. Encourage children to use the maps to locate the different areas where their families came from. Begin with a local city or state map to locate where children reside. Use a map of North America to find areas throughout the continent that families may have come from. Display a world map to find other areas throughout the world. Place small stickers on the maps to indicate the different places families came from.
8. Ask children to review all the maps and then create a chart to organize the information. Which part of the state, country, or world did most of their families come from? How many children were born in other places? How many parents were immigrants?
9. Publish a good copy of the autobiography in the computer lab, inserting a photo of him/herself taken with their family or community member.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be able to demonstrate their ability to gather resources by recording data in their journals which will be used to write a short autobiography. Students will use their checklist as a rubric to be sure they have included the appropriate details for their published autobiography. Journal response and verbal feedback will be the assessment for the interviews.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Variety of maps, including city, state, and world maps, and map of the United States

Book about immigration, such as Coming to America: The Story of Immigration by Betsy Maestro

chart paper

Journal

Checklists

Writing utensils/markers

Computer lab

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Inquiry-guided learning will be used for this activity to encourage students to build research skills that can be used throughout their educational experiences.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Because I came from a multi-cultural background, I would share with my students where my family came from. Then I will read a book about immigration. Engage children in a discussion about what they learned from reading the book. Ask if they know of any family members who came to America or to their town or city from another place. Record their responses on chart paper. Have students use maps to point out where they live or where they came from.

Additional resources:

*Meet the People,* <http://www.sfssocialstudies.com/>

A Place to Grow by Soyung Pak

I Was Dreaming to Come to America by Ellis Island Oral History Project

The Keeping Quilt by Patricia Polacco

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. Invite children to develop a questionnaire to take home to their family/community members so that they can learn where they came from and how they traveled. If possible, include a question about why their families came to America. Send the questionnaire home with a note to families explaining the activity.
2. Before their actual interviews, pair up students to practice their interviews in the classroom using the guidelines you set forth in the initiation (two students will interview each other).
3. The interview process: students should introduce themselves to their community member as practiced in class. Using their interview questions as a guide, students should begin asking questions and recording their answers in their journals. Students can ask their community member for a picture for their autobiography.
4. Upon returning to the classroom, students write reflections in their journals, focusing on their impressions, specific details of the senior friend and feelings about the project at this point.
5. In the computer lab, students write their autobiographies based on their notes taken from home. They should print their rough drafts for peer or home editing. When they have typed in the rough draft, they return to the class to work on the remembering box.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?